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ABSTRACT

This annotated bibliography of twenty-one research reports that provide knowledge about various cultures and educational experiences of the major ethnic groups in the Toronto schools is designed to present information for not only special English teachers, but other school personnel as well. The bibliography consists of reports that aim to: 1) describe and compare native Canadian students and immigrants in the Toronto schools; 2) summarize teacher's responses to a questionnaire on suggestions for improving the present system; 3) assess some of the English language skills of a large sampling of students; 4) familiarize teachers with the educational, cultural, historical, and economic backgrounds of Chinese, Italian, and Greek students by describing and listing multi-media packages; 5) provide a "snapshot" of the initial settlement patterns of newcomers to Toronto; 6) determine if immigrant students are less likely to be in a five year academic programme; and, 8) provide data about special English programs for the New Canadian student. Related document is SO 002 744. (Author/SJM)

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NEW CANADIAN STUDIES

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NEW CANADIAN STUDIES

Introduction

Since the summer of 1967, the Research Department has concentrated on a series of interrelated studies and projects dealing with New Canadian students in the Toronto school system.

Over twenty in number, the reports cover a broad spectrum of topics and questions of interest not only to special English teachers, but to other school personnel as well. They provide knowledge about the various cultures and educational experiences of the major ethnic groups in the Toronto schools.

STUDENTS OF NON-CANADIAN ORIGIN:
A DESCRIPTIVE REPORT OF STUDENTS IN TORONTO SCHOOLS

(January, 1969, 74 pp.)

This report is the first of the series described above. A questionnaire was designed to aid in describing New Canadian students in Toronto schools, and to permit general comparisons between students born in Canada, and those born in other countries. The report describes the characteristics of the sample population in terms of:

(a) language(s) spoken in the home;

(b) English-speaking ability on entering school;

(c) relative proportions of the various language groups;

(d) numbers of students receiving special instruction in English;

(e) formal maintenance of languages other than English outside the school;

(f) rural and urban background of students;

(g) educational background of parents.

Data were collected from a sample of some 5,000 students representing 25 per cent of all students in grades 5, 7 and 9. Consequently, generalizations can be made from the results with confidence. Some important differences in responses to the questionnaire are clearly evident between the Canadian born and non-Canadian born students. Later reports will deal with students not only in terms of country of birth, but also in terms of the various native languages, length of time in Canada, and the relationship of such factors to school success.

NEW CANADIAN ACTIVITIES:
SUMMARY OF TEACHERS' RESPONSES TO A QUESTIONNAIRE

(March, 1969, 25 pp.)

This second report in the series of New Canadian studies is based on an open-ended questionnaire sent to all teachers of English as a second language. The teachers' opinions and comments were invited about the following points:

(a) What were the most pressing problems facing the New Canadian students and their teachers?

(b) What were the attitudes of both parents and students to the schools?

(c) How effective are current activities in the classroom?

(d) What suggestions do you have for new approaches to the teaching of New Canadian students?

About 40 per cent of the teachers responded, and stated a wide range of opinions and suggestions for improving the present system. The responses indicated that although the teachers have numerous but disparate observations and impressions, they are searching for relationships among the aspects of the overall problem. The teachers expressed a strong interest in finding out more about the native cultures of their pupils, and the educational systems that have shaped their pupils' expectations and feelings about school. Some teachers expressed a desire for formal diagnostic tools, such as culturally unbiased tests, that would enable them to assess the students' potentials and abilities more accurately and clearly. A number of subsequent studies and reports deal with these requests.

TESTING SOME ENGLISH LANGUAGE SKILLS: RATIONALE, DEVELOPMENT AND DESCRIPTION

(March, 1969, 36 pp.)

The Research Department developed an original test to assess some of the English language skills of a large sampling of students.

The test was based on linguistic principles in an attempt to go beyond the traditional patterns of many current language tests, and to create something other than the usual vocabulary or reading test. Test directions and content were presented by tape recordings. Attention was concentrated on some aspects of the linguistic concept of competence, i.e. a speaker's understanding of the structure and patterns of the language. The finished materials sample aspects of linguistic performance, i.e. the person's ability to use his total knowledge of the language when it is spoken. Sections of the test deal with sound discrimination and recognition, intonation, vocabulary, and idiomatic usage. The materials are intended to be usable with immigrant children ten years of age or older who have a limited knowledge of English.

The test was administered to more than 5,000 students in grades 5, 7 and 9. The sample included students recently arrived in Canada whose native language was other than English; students born in Canada whose parents speak another language; students born in Canada whose native language was not English; and students who were English speaking monolinguals. An analysis of the test results will be presented in a later report. At this time, only preliminary data are available from the Research Department.

Further development and application of this test to the problems of learning English as a second language is planned, should teachers express sufficient interest in such development.

CHINESE IMMIGRANTS AND CHINA:
AN INTRODUCTION TO THE MULTI-MEDIA PACKAGE ON CHINA

(April, 1969, 21 pp.)

In response to the needs and opinions expressed by teachers of New Canadians (see report #61) a number of multi-media packages were developed. These are designed to familiarize teachers with the educational, cultural, historical and economic backgrounds of three groups of New Canadian students. Each kit is conveniently boxed and contains a variety of materials drawn from or about a particular culture. The kit on China, for example, contains novels such as The Good Earth by Pearl Buck, the autobiographical A Many Splendored Thing by Han Suyin, and other books on Chinese poetry, politics, culture, religion and art. A selection of slides, filmstrips, photographs, and a tape recording of Chinese poetry and music are included also.

This report, and report #65 and 66, are included in the Multi-Media Package. It begins with a concise and informative history of China, and traces the evolution of the cultural, political, social and religious backgrounds of the three Chinas -- Mainland China, Taiwan, and Hong Kong. The report is written to appeal to the general reader rather than the specialist, and provides some basic reference points to encourage further exploration of Chinese culture, history, and society. An annotated list of the materials contained in the Multi-Media Package on China is part of the report. The Multi-Media Packages on China, Italy, and Greece (see reports #67 and 70) have been placed in selected schools, or are available through the Research Department.

A CRITICAL BIBLIOGRAPHY OF MATERIALS ON CHINA

(April, 1969, 22 pp.)

A variety of materials are available to provide background information on the countries and cultures from which most New Canadian students come. This report describes a selection of such books and films on China aimed at a general audience of readers rather than at specialists. It can be an invaluable resource to assist the busy teacher in selecting material for his or her own use as well as for the use of students who wish to learn more about the history and culture of China.

There are reviews of autobiographies by famous Chinese writers such as Han Suyin and Chi-Ping Tung, and by Westerners who have spent many years in China, such as Robert Loh. A number of books are reviewed that deal with Chinese history, society, politics, culture and thought. Many films, filmstrips, slides, and photographs about China are available in and around Toronto, and these are also reviewed. Sources of these printed and audio-visual materials are given. The report is included also in the Multi-Media Package on China. (See previous annotation.)

EDUCATION AND HONG KONG

(May, 1969, 20 pp.)

Most of the Chinese immigrants to the Toronto area come, not from Mainland China or Taiwan, but from the tiny British Crown Colony of Hong Kong. This report describes the life of the people and their traditions in this extremely overcrowded area. Details are given about elementary, secondary, and higher levels of education in terms of the curriculum of the schools, examinations, teacher preparation, and teaching methods.

The report describes the enormous difficulties encountered by many Chinese families in getting their children into a private school and finding the money to pay for their education. Although there is a public school system in Hong Kong its capacity to accommodate the total school population is outstripped by the demand.

This information is helpful in understanding some of the conceptions about school and education brought to Toronto classrooms by New Canadians of Chinese origin. The report is included in the Multi-Media Package on China, which has been placed in selected schools, or it may be requested separately from the Research Department.

ITALIAN IMMIGRANTS AND ITALY:
AN INTRODUCTION TO THE MULTI-MEDIA PACKAGE ON ITALY

(May, 1969, 13 pp.)

The Multi-Media Package on the Italian group in Toronto was developed in response to teachers' requests for background information about the cultures and societies from which their students come (see report #61).

Beginning with a concise history of Italy from a cultural, religious, political and economic standpoint, the report focuses on the south of Italy, as most of the Italian immigrants to Toronto come from that part of the country. The report shows how the "culture of poverty" of Southern Italy and Sicily has influenced the lives of the people. It is intended to increase understanding of the "culture shock" felt by the immigrants when they find themselves transported from the peasant environment of Southern Italy to the urban environment of Toronto where many customs and values are different.

The report concludes with an annotated list of the contents of the Multi-Media Package on Italy, which has been placed in selected schools, or may be obtained from the Research Department. The Package contains a variety of printed and audio-visual materials about Italy and its people. There are several paperback books, such as The Leopard and Two Women, both of which have been made into successful motion pictures. Included are an Italian news magazine, a cookbook, photographs, filmstrips, and a tape cassette of Italian music. Research reports #67, 68, and 69 are included, or are available on request from the Research Department.

REPORT #68

A CRITICAL BIBLIOGRAPHY OF MATERIALS ON ITALY

(April, 1969, 26 pp.)

This report, which is part of the Multi-Media Package on Italy, concerns itself with literature about Italy and its people. Much of the material deals with Southern Italy and Sicily, from which come most Italian immigrants to the Toronto area.

The bibliography contains reviews of classical and contemporary works that are well known throughout the western world. Some of the authors represented are Dante, Machiavelli, Boccaccio, the modern playwright Pirandello, and such novelists as Levi, Silone and Manzoni. Some books by and about Danilo Dolci, the wealthy Italian from Northern Italy who devoted his life to trying to alleviate some of the poverty and injustice in Sicily, are reviewed. Sources in and around Toronto are given for films such as Divorce Italian Style, The Bicycle Thief, Open City and Two Women; documentary and art films, such as Michelangelo and His Art; as well as for the books, slides, and other audio-visual materials included in the Multi-Media Package on Italy.

This report can be a useful guide for busy teachers, librarians, or students in selecting materials on Italy.

EDUCATION AND ITALY

(May, 1969, 22 pp.)

Some of the main features of the present education system in Italy and related aspects of family life are dealt with in this report. It describes the structure and content of the eight years of compulsory education, which are firmly controlled by the Ministry of Education. For example, curriculums and schedules are such that a student in the rural south of Italy might well be working on the same problem at about the same point in time as his urban counterpart in Rome.

The stricter standards of formality and discipline in Italian schools are described, which may contribute to some of the difficulties experienced by the Italian immigrant child and his parents in adjusting to the freer atmosphere of most Toronto schools.

Sections of the report deal with teacher training, teaching methods, instructional resources, and the curriculums of elementary, secondary, and higher education. One of the significant differences between education in Italy and Toronto -- the prominent position of religion in the curriculum at every level, is discussed. There is a description of "Telescuola" (television school), an outstanding nation-wide experiment in direct teaching through television.

This report is included in the Multi-Media Package on Italy (see previous annotations), or it may be obtained separately on request from the Research Department.

GREEK IMMIGRANTS AND GREECE:
AN INTRODUCTION TO THE MULTI-MEDIA PACKAGE ON GREECE

(September, 1969, 20 pp.)

The Multi-Media Packages on the major ethnic groups in Toronto were developed in answer to teachers' requests for more information about the backgrounds of their New Canadian students. (See report #61.)

Greece has inspired some of the best travel writing in English letters, and the report begins with a description of the country's unique climate and geography, which seem to have impressed most visitors favourably in the same way. The nature of the Greek people, the features of village life, its contrasts with urban Greek living, and the roles of men and women in present day Greece are discussed at some length. A brief historical outline begins with "The Glory that was Greece...," sketches in the intervening centuries, and concludes with a description of the political upheavals in recent years. A discussion of the role of religion in Greece completes the main body of the report.

An annotated list of the contents of the Multi-Media Package on Greece is part of this report also. The package contains several paperback books such as The Colossus of Maroussi by Henry Miller, Zorba the Greek by Nikos Kazantzakis, and an autobiography by Shelagh Kanelli, Earth and Water. Also included are a Greek news magazine, filmstrips, a tape of Greek music and contemporary poetry, and Research reports #70, 71, and 72, which can be requested separately. The Multi-Media Packages have been placed in selected schools, or may be obtained from the Research Department.

A CRITICAL BIBLIOGRAPHY OF MATERIALS ON GREECE

(July, 1969, 22 pp.)

Also part of the Multi-Media Package on Greece (see report #70), this report contains reviews of many books about the country and its people.

Books by Greek authors about modern Greece that are written or translated into English, are difficult to obtain. Most of the materials reviewed, therefore, are the impressions of non-Greeks who have lived and travelled in this ancient land. The report begins with books about travel and life in Greece by such authors as Lawrence Durrell. Several of the books reviewed are by writers who lived in Greece for some time and give their impressions of Greek language, society, folkways, politics, and customs.

The second section of the report reviews books on ancient Greece. This is followed by reviews of books on Greek history, such as Greece: The Struggle for Freedom, fictional works such as The Sun of Death by Pandelis Prevelakis and The Dark Labyrinth by Lawrence Durrell, and contemporary poetry such as Six Poets of Modern Greece.

The report concludes with a list of all books and audio-visual materials in the Multi-Media Package, and a bibliography of additional filmstrips, slides, and feature films that are available in and around Toronto. This report can be most useful to busy teachers and librarians in finding materials on Greece for themselves or their students.

REPORT #72

EDUCATION AND GREECE

(May, 1969, 21 pp.)

A description of life in Greece that was familiar to most New Canadians of Greek origin, and the various levels of free education available to the Greek child opens this report. Details are given of the courses of study and the patterns of teaching and discipline, which are quite strict by Canadian standards.

The National Ministry of Education administers the six grades of compulsory education in Greece, which have a common curriculum in all schools. Secondary education is conducted largely by privately run institutions. Parents generally have to pay for their children's education at this stage. The classical Gymnasia, Technical and Vocational secondary schools are described, as well as the types of higher education available to the Greek student. Highly competitive examinations are given after almost every year of schooling and are part of an elaborate streaming pattern of education.

A section on family life describes some of the ways in which the patterns of the school and the home reinforce each other in terms of discipline, authority, work, and education as an expression of the values of the culture in general. The report helps to explain why New Canadians of Greek origin, both parent and student, often find education in Canada rather difficult and bewildering.

RECEPTION AREAS OF NON-ENGLISH SPEAKING PUPILS: AN EXTENSION OF COST ANALYSIS DATA

(May, 1969, 13 pp.)

Immigrants enter this country at rapid but varying rates, and many have settled in urban areas, especially Toronto. Beyond this, few definite statements were available about where the various immigrant groups were settling upon arrival in the City (called Reception Areas).

In January, 1969, a questionnaire was distributed to all teachers of special English which provided information about where some 4,200 students and their families had settled in the City at that time. The report presents this information in a number of maps of the City of Toronto showing the areas where various immigrant groups were located. Even in these rough maps, some interesting patterns emerge. For example, a large number of Italian students were heavily concentrated in two specific areas. By contrast, there were six locations or Reception Areas for Greeks and these were scattered across the City. Similar maps show the Reception Areas for students of Portuguese, Chinese, Polish and Yugoslavian backgrounds. All these data combined in one map show that schools in six areas have eight or more different language groups among their students.

This report provides a "snapshot" of the initial settlement patterns of newcomers to Toronto.

STUDENTS OF NON-CANADIAN ORIGIN: THE RELATION OF LANGUAGE AND RURAL-URBAN BACKGROUND TO ACADEMIC ACHIEVEMENT AND ABILITY

(November, 1969, 48 pp.)

This statistical report deals with the achievement of New Canadian students. The sample population of over 5,000 students was drawn from grades 5, 7, and 9, and included Canadian born monolinguals, bilinguals, and New Canadian students. (See report #60 for full description of this population.) Four tests and teacher ratings provided data on their achievement and ability. General ability and language skills were measured by the following tests: computational skills, Raven's Progressive Matrices, a picture vocabulary, and a basic English skills test.

Differences were found in the achievement of Canadian born and immigrant children both of whom learned English as a second language, and in comparisons between these two groups and monolingual, English-speaking students. Although it is not possible to account fully for the differences among these groups, one possibility discussed is the relationship of urban to rural backgrounds.

To understand better the complex interaction of factors which affect the average performance of various groups of students, further analyses are in process. Later reports will examine age of student on arrival in Canada as a factor, compare the performances of the various language groups, and consider such variables as parents' level of education.

GRADE NINE PROGRAMME PLACEMENT

NON-CANADIAN BORN STUDENTS: THEIR PLACEMENT IN GRADE NINE PROGRAMMES AND ITS RELATIONSHIP TO OTHER FACTORS

(November, 1969, 34 pp.)

Are non-Canadian born students less likely to be in a five-year academic programme? The results of the data in report #60, Students of Non-Canadian Origin: A Descriptive Report of Students in Toronto Schools, showed that almost 60 per cent of all Canadian born students were in the five-year programme, while only 45 per cent of the non-Canadian born students were in this programme. By identifying and describing some of the variables affecting programme placement, a more comprehensive picture emerges of some of the factors involved. Among the factors investigated were sex, urban versus rural background, age on arrival, native language, and school performance.

It was found that two factors partly explained the lower percentage of non-Canadian born students in the five-year programme -- their age on arrival, and sex. (Female immigrants who learned English as a second language are under-represented in the five-year programmes. The same is true for students who were over six years of age on immigration.) However, learning English as a second language in itself was found not to be a deterrent to entering the five-year programme because 73.6 per cent of students born in Canada who learn English as a second language are in this programme.

The report indicates also that other factors may be involved in the placement of immigrant students in five-year programmes. These are related to parents' general attitudes towards education and the importance of working for a living, and their attitudes towards the education of women.

THE "GRADUATE" STUDY

(May, 1969, 41 pp.)

Two types of programmes for students learning English as a second language were compared in this study: (1) the Main Street School, a full-time school for students learning English as a second language, and (2) the "withdrawal" programme, a plan in which students attend a regular school and are "withdrawn" from the classroom for special instruction in English for certain periods of time.

A sample of students who had "graduated" from these two programmes were matched for age, sex, and first (native) language. Four tests to measure achievement and ability were administered (computational skills, picture vocabulary, Raven's Progressive Matrices, and teacher ratings). A comprehensive student questionnaire provided information about country of origin, age on arrival in Canada, type of English instruction received, language spoken by parents, parents' education, number of years in Canada, which programme the student was then in, and maintenance of a language other than English outside school.

Specific comparisons on each of these factors are provided in the report. The results indicate a number of interesting points to consider about special English programmes for the New Canadian student.

THE SCHOOL ACHIEVEMENT OF KINDERGARTEN PUPILS FOR WHOM ENGLISH IS A SECOND LANGUAGE: A LONGITUDINAL STUDY USING DATA FROM THE STUDY OF ACHIEVEMENT

(July, 1969, 26 pp.)

The longitudinal "Study of Achievement" (see reports #20, 27, 28, 34, 34A) in which the same pupils were studied over several years, also collected data on the language background of their parents. This report compares the school performance of students who learned English as a second language to those who were monolingual in English.

Two generalizations from the data are drawn in the report:

1. The report found that the student who learns English as a second language has a distinctly different pattern of school performance compared to that of a pupil who is monolingual in English. The student who begins school with English as a second language is at a disadvantage which is soon made up. Also, their pattern of moving out of Toronto schools was different, as was the incidence of referral to the Child Adjustment Service.

2. New Canadian students were not a homogeneous group in terms of school achievement, and some tentative evidence was found that various national groups differed in performance.

The report comments on the limitations of the data considered, and discusses the implications of findings for future data analyses and research.

MAIN STREET SCHOOL AND REGIONAL RECEPTION CENTRES: A COMPARISON OF "GRADUATES"

(August, 1969, 52 pp.)

This report focuses on students who had participated in and graduated from Regional Reception Centres or Main Street School -- two approaches to preparing New Canadian students for moving into regular classrooms in the Toronto school system. Main Street School is a school for New Canadian students only, where the emphasis is placed on English acculturation. Regional Reception Centres are usually portable classrooms located at a regular school, where students are exposed to English-speaking students, but spend their school day in the special facility until their command of English is sufficient to attend regular classes.

Twenty-three Main Street School graduates and twenty-one Regional Reception Centre graduates were interviewed about their school experience and their feelings about education. To provide the necessary counterbalance for this student-centred view, each interviewee's English teacher in the regular school programme was asked to complete a set of ratings of the student in such general areas as discipline, acceptance of school goals, language, reading, etc. As the rating forms had been used previously, results were available for another sample of Toronto students and could be used for making comparisons.

This report quotes the students' remarks, often poignant, about their experiences and the problems they encountered on entering either Main Street School or a Regional Reception Centre. One common desire expressed was to learn English well, and the students were united in the importance they attached to this goal. The teacher ratings indicated no significant difference in the achievement of the two types of graduates. The report presents a most interesting picture of the multiplicity of problems facing New Canadian students, and poses some interesting questions to be considered in planning future programmes of study for such students.

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61. New Canadian Activities: Summary of Teachers' Responses to a Questionnaire
62. Testing Some English Language Skills: Rationale, Development and Description
64. Chinese Immigrants and China: An Introduction to the Multi-Media Package on China
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